

## *Art Program Year 3 and 4*

### *WEEK THREE- DEVELOPING A FLAG FOR THE CLASSROOM*

*Materials- Tyvek banners Chromocryl paint. Black permanent markers. Use the good paint for this as it will work the best on the banner*

*Discuss- how banners are use to advertise and draw attention to places and events. Discuss what colours, designs and symbols might be appropriate for a banner.*

*Using hand prints, symbols like the Sun, Earth, Learning symbols like Books.*

*Get together a team and draw up the design for your banner. You can draw in simple design aspects with pencil Begin to paint in the back ground and the main areas.*

*In the second week use some contrasting colours to highlight and add detail.*

*Students need to paint both sides of their flag so that it really stands out.*

*We will use Permanent Markers to add line, including names and words to our banners. ORDINARY TEXTAS DO NOT WORK!!!*

*We will display these outside our different classrooms. I am getting some more flag poles this week and I will get them sewn up after we have finished them.*

*Below are a few ideas and some information on Umbul-Umbuls in Bali.*

The Peace  
Sign  
Animated



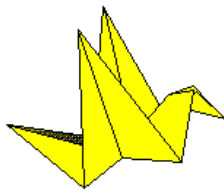
Peace  
Doves



**The Peace Crane**

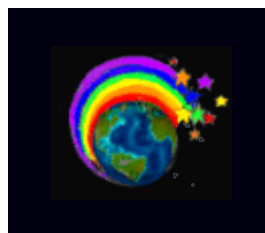
(Often used in Ancient Asian Art)

[See IKC for info on the 1,000 cranes for peace project](#)



**Hand Peace Sign**  
**The Rainbow Ribbon**

(Can you do it?)





Said to mean  
"PEACE: past,  
present and  
future"



### Chinese Characters for Peace



### Japanese Kanji Characters for Peace



### Peace Art





*The umbul-umbul are flags used as decorations for rituals in Bali as a media for proclaiming the presence of the gods for the occasion. In Balinese terms, the "gods" are Hindu deities and at the same time signify "consciousness at the highest level". Because of that we should not forget this guidance*

*at any moment of our lives. In ritual processions, sugarcane are carried at the very front, symbolizing an attitude of absolute certainty. Following this, the umbul-umbul are raised high towards the sky, often decorated with the drawing of a naga, the mythical snake-dragon. With a distinct curve as it nears the sky, the unique form of the umbul-umbul and its motif tells a message of its own significance to the people of Bali, but holds the possibility of becoming an important media for the rest of the world as well.*

***Umbul Umbul Festival | Uniting the Colors of the World***

***In August 2004, Arti Foundation in Bali - inviting the Rainbow Project in Switzerland for cooperation - will produce the Umbul Umbul Festival as a forum for the creation and exhibition of umbul-umbuls, with performances, discussions and a procession.***

***The festival brings together alert people from different cultures with conscious minds to meet and exchange information, and to create***



***new networks. In 1989, the Rainbow Project - an art and culture network - brought the umbul-umbul in the colors of the rainbow to Switzerland. Since then the Rainbow Project has been aiming to inspire people from all over the world to create their own colorful umbul-umbuls. Now, in 2004, all the colors will be gathered at the Umbul Umbul Festival in Bali***

***Bali, August 27 - 29, 2004 | Target of the Festival***

***The creation of umbul-umbuls is a way of expressing concerns about the future of life on earth. Apart from the creation and exhibition of umbul-umbuls and concerts of music from different cultures of the world, the Umbul Umbul Festival also features performances and discussions, focussing on humanity, art, nature and spirituality. The festival aims at coming to an understanding for everybody, especially the younger generation of Bali, to the significance of the Tri Hita Karana, the harmonious relationship between man and the environment, man and man, and man and god. There are additional but important activities such as the rubbish collection in the city and on the beach. The festival will encourage everyone involved to revise their understanding of this philosophy in their daily life in order to protect the eco-system of the earth, and to sustain harmony and peace in the society. The umbul-umbuls of hope, meaning, and strength will nourish our hearts, and will generate an energy that everyone will be able to take back home to their villages, provinces or countries, to build a tomorrow that is different, that is kinder than today, for mankind and the planet!***

***Asian Studies Unit***

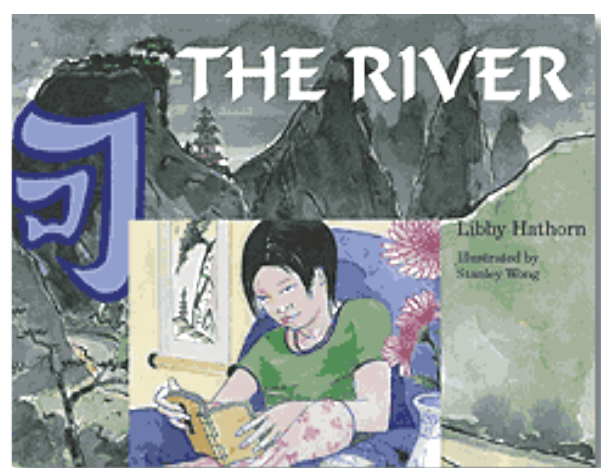
***Term 1 2011***

***Teacher Information***

***This unit will run for about three weeks and continue to explore aspects of water.***

***Overview***

***This interesting picture novel is set in China and relates the story of Xian, who undertakes a long and hazardous***



*journey to reach the village of her grandparents after her mother has died. Modern-day Hong, the girl reading the story given to her by Ming (a woman who has worked as a cleaner in Hong's parents' shop), is transported back in time by the adventures of Xian. Hong is enthralled by the story and sees it as an important telling of where you belong. She lives in comfortable circumstances but from the reading of the precious story given to her, she decides to create a story of her own family - a treasure of her own. The story is multi-layered and intergenerational with interesting adventures and concepts. It is complex enough to be enjoyed by upper primary students.*

*The River is presented in different voices and in different times. It deals with the continuity of life as represented by the river, which provides a guide for a young Chinese girl, Xian, on her journey to her grandparents' home. The setting in China and the portrayal of a different culture, traversing both modern and old, introduces Australian students to Asian images and customs. The visual images complement the text and heighten understanding.*

*Drawing on the power of the imagination, The River presents characterisation (resourcefulness, determination, resolve) and life in China (religion, ways of living) in words and pictures to provide a rich reading experience.*

*The River is a starting point for numerous questions and discussion topics in the classroom, such as what images convey; the importance of history; belonging and fitting in; design, layout and placement of text; use of contrast; the wisdom of older people; atmosphere and mood; writing style. The wider concepts of visual literacy can be discussed to ascertain what and how they contribute to the overall reading of a book.*

#### **Activities**

- *Tell the story in your own words.*
- *Make a map of the story.*
- *Draw your own map of Xian's journey.*
- *What is the purpose of Xian's journey?*
- *Do a character study of Xian saying what she looks like and what she is like as a person.*
- *Tell of two adventures that Xian has on her journey.*
- *Where is the story set? Is there more than one setting? Describe the different settings.*
- *Describe Xian's journey, telling where she went and describing the weather and terrain through which she passed.*
- *Write about whom she met on the way and what people were like and how they treated her.*
- *Why is the story called The River? Explain the significance of the river for Xian.*
- *When Ming gives the story to Hong she says, 'The story is about a treasure'. Explain.*
- *What does the story do for Hong?*
- *Make a list of the characters in The River and their place in the overall story.*
- *Why is Xian so upset when she finally reaches her grandparents' home?*
- *What does Xian's grandfather mean when he says, 'She has surely brought us a treasure'?*
- *What gift does Xian's grandfather say he will give to his granddaughter? Why is this so special? What will Xian write about?*

- *What is important for Hong's parents? What is important for Hong?*
- *What happens in the end? Does the story have a happy ending? Give reasons for your answer.*
- *Like Hong, use the Internet to find out more about China.*
- *Write a family treasure of your own - your own family history.*
- *Look up more information on Libby Hathorn and Stanley Wong.*
- *Write about the power of story and the imagination.*

## ***Lesson 1. The River***

### ***1. Introduction and Aims***

*Suggested time allocation: 35 mins*

*Explain to participants that the following activities are designed to introduce participants to *The River* by Libby Hathorn and allow them to develop connections to classroom programs.*

*Outline the Aims of the session using **OHT 1**.*

*Distribute copies of the text and allow a few minutes for participants to look through it.*

### ***2. Book Orientation: individual activity***

*Ask participants to relate briefly what they know about Libby Hathorn and her work (e.g. an Australian writer, writes for both children and young adults, her books include ...).*

*Alternatively, allow participants time to explore Libby Hathorn's website at: [www.libbyhathorn.com/lh/index.html](http://www.libbyhathorn.com/lh/index.html) and then get them to relate what they know about Libby and her work.*

*Ask participants to open the book to look at the front and back covers. Have large sticky notes on tables to cover the 'blurb'. Using the visual information (pictures, graphic symbols) work in pairs to make predictions about the book's:*

- *setting (time and place)*
- *characters*

*Ask participants to identify the cues (items, symbols) that are prompting their responses. Acknowledge participants' prior knowledge.*

*Uncover the 'blurb' and use the information to confirm, alter and expand predictions.*

### ***3. Classroom connections***

*Small group activity*

*This activity is designed to focus participants' attention on possible connections between *The River* and their own classroom connections.*

*Hand out Resource 1 to participants. Ask them to fill in possible connections that they could make between *The River* and their teaching programs as the session continues. Indicate that some notions from the book orientation are included and*

*that participants may wish to add some more ideas at this stage. Allow two or three minutes for this to occur.*

*Ask participants to flick through the pages of The River to page 17 in order to gain an impression of the setting and events of the story, spending no more than ten seconds on each double page.*

*Divide participants into small groups of no more than four or five people. Allocate each group a double page from the book to be their focus. Choose from pages 4 & 5, 10 & 11, 14 & 15, 16 & 17, 20 & 21, 22 & 23, 26 & 27, 28 & 29.*

*Ensure that pages allocated are from both the present and past settings contained in the text. Request that one person from each group acts as a scribe.*

*Allow a few minutes for groups to examine their pages thoroughly, focusing on both the written and visual texts.*

*Tell groups that their task is to list ideas and areas of interest found on their two-page spread that would warrant further comment and investigation within classroom settings. Allow five minutes for this discussion.*

*Ask a member of each group to act as a reporter from the group. Be ready to note ideas on a whiteboard or overhead transparency (or appoint a volunteer to do this).*

*Ask each reporter in turn to relate one idea from his or her group. Continue around groups until all ideas are exhausted.*

*Refer participants back to their 'Classroom connections' sheets and ask them to fill in spaces to include ideas that they would use in their own contexts.*

#### **4. Book review extract and conclusion**

*Whole group activity*

*Acknowledge that in this session there has not been time to engage with all significant themes found in the text. Indicate that a number of important themes are to be found in The River and that a brief extract from a review of the book can provide a 'taste' of these for possible further investigation.*

*Conclude by reading extracts from a book review of The River by Nancy Mortimer (Resource2). Allow a moment for participants to note or briefly mention anything from the review that caught their attention.*

*Libby Hathorn's home page has sections that provide information about her books, her life as author, Frequently Asked Questions, as well as an autobiography:*

*[www.libbyhathorn.com/lh/index.html](http://www.libbyhathorn.com/lh/index.html)*

### **ART PROGRAM BASED ON THE RIVER BY LIBBY HATHORN**

***This activity should run for about 2-3 weeks. It will focus on the way that water, especially the river has been represented by Chinese artists in the past. We will look at Stanley Wong's representation of the river in Libby Hathorns and compare them with those of the ancient Chinese artists.***



**Name**

***USING WATERCOLOURS TO PAINT RIVERSCAPES.***

- 1. Look at the pictures of Australian, European and Chinese riverscapes. What things are similar, what is different? What kind of paint is used? How is water represented? What is the significance of the composition of the painting?***

***List your ideas here***

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- 2. Use the internet to look at some other Brush painting works. E.g. Cameron Johnson at [myvirtualgallery.agnsw.net](http://myvirtualgallery.agnsw.net).***

***What did you find?***

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- 3. Look at Google Earth and bring up images of the big rivers in China.***

*Which rivers did you look at?*

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*How are they different from our rivers?*  
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### ***Painting with Water Colour***

- 1. Do some experimenting with your water colour on some scrap paper. Try to make different size brush strokes by applying more or less pressure. Paint in a coloured area, then wait for it to dry and then create a darker line to emphasis the shape. E.g. a light purple swish for a mountain and then a fine darker purple line to show the edge between the mountain and the sky. Try wetting your paper first and then painting to give a soft blurry effect. This works very well in the sky.***
- 4. Turn your paper portrait or even make it into a scroll shape by cutting some paper away.***
- 5. Consider some of the aspects of your river e.g. the perspective of the mountains and how the river starts as a small line in the back ground. As things get further away they become softer and less distinct. Remember you can't always see all of the river.***
- 6. Think of something such as a boat, or a tree to put in the foreground of your work.***
- 7. If you are really adventurous, you might like to try and merge the Chinese style of painting with interpreting the***

*Mitchell River or some other local river.*

- 8. When you have completed your painting, think about how you might mount and display your work. Have another look at how work is displayed in the Chinese painting book. Do you need some words down the side? In Chinese painting the characters describe the work and the red seal or “Chop” is the artists’ signature.*
- 9. You can make your own seal “Chop” from a carrot. Dip it in red paint and print your name.*
- 10. Look at your work; does it look like what you first had in mind? Do you like it? What would you do differently next time?  
Write about how you feel about your work.*

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